DOCUMENT RESUME

ED 121 066 FL 007 527

TITLE	Hong Kong Summer School Final Evaluation Report, 1974.
INSTITUTION	Pacific Training and Technical Assistance Corp., Berkeley, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	56p.; Not available in hard copy due to poor reproducibility of original; Appendix D, samples of the students' written work, is not included because it is not legible enough to be filmed. It is not included in the pagination
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Chinese; Chinese Americans; Composition Skills (Literary); Elementary Education; *English (Second Language); *Inservice Teacher Education; Language Instruction; Language Skills; *Parent Participation; *Program Evaluation; Second Language Learning; Summer Schools; *Writing Skills
IDENTIFIERS	California (Oakland); Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Hong Kong Summer School, a Title III ESEA program in Oakland, California, proposed: (1) to remediate certain English Language errors of written expression in Chinese-speaking children in grades four through seven; (2) to facilitate instruction required to bring about student improvement by inservice meetings and planning; and (3) to actively involve parents in the program. The evaluation demonstrated that all three objectives were accomplished by the program. Evaluator recommendations, which incorporated numerous staff suggestions, included: (1) revised eligibility criteria which emphasize students with beginning and intermediate English language skills; (2) closely aligned program objectives and activities; (3) objectives realistic for a six-week period; (4) increased opportunities for curriculum development; (5) infusion of curriculum with an understanding of the error types relevant to each ability grouping; (6) search for and early ordering of high quality instructional materials; (7) assistance to teachers for the development of effective student reinforcement procedures; (8) development of separate objectives for each language level group; (9) establishment of a control group in future evaluations; (10) refinement of educational impact instruments; and (11) establishment of the relationship of target behaviors to general academic progress. (Author/CLK)

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HONG KONG SUMMER SCHOOL
FINAL EVALUATION REPORT
1974

PACIFIC TRAINING AND TECHNICAL ASSISTANCE CORPORATION

Mary L. Spencer, Ph.D. - Project Director

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ABSTRACT

Hong Kong Summer School, a Title III - ESEA program in Oakland, California, proposed: a) to remediate certain English language errors of written expression in Chinese-speaking children in grades four through seven; b) to facilitate instruction required to bring about student improvement by inservice meetings and planning; and c) to actively involve parents in the program. The evaluation demonstrated that all three objectives were accomplished by the program. Students demonstrated statistically significant improvement on three tests of written expression skill. A gradient of improvement across the three initial ability groups occurred with the least skilled improving most and the most skilled showing least improvement. This phenomena was attributed to instrument construction rather than to inherent growth potential in students or to teacher ability to engender improvement. All classrooms improved their skills in using the selected language forms. Staff reaction to the program's operation, administration, and organization was highly positive. Evaluator recommendations, which incorporated numerous staff suggestions, included: a) revised eligibility criteria which emphasize students with beginning and intermediate English language skills; b) closely aligned program objectives and activities; c) objectives realistic for a six-week period; d) increased opportunities for curriculum development; e) infusion of curriculum with an understanding of the error types relevant to each ability grouping; f) search for and early ordering of high quality instructional materials; g) assistance to teachers for the development of effective student reinforcement procedures; h) development of separate objectives for each language level group; i) establishment of a control group in future evaluations; j) refinement of educational impact instruments; k) establishment of the relationship of target behaviors to general academic progress.

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Hong Kong Summer School is a Title III - ESEA funded program operated by the Oakland Unified School District for six summer weeks at Lincoln Elementary School in Oakland, California. The program is designed to provide Oakland's Chinese-speaking children with English-language and English-culture experiences. The 1974 Hong Kong Summer School focused on intensive instruction to correct common language usage errors in the written expression of 220 Chinese children in grades four through seven. The program's 1974 proposal specified three objectives:

1. "By the end of the six weeks summer program all students will show marked improvement in identified areas of incorrect language usage as follows:
   - Group A (very limited English skills; dependent on translation for complete comprehension) will make 60% fewer errors.
   - Group B (limited English skills; understands but has severely limited English fluency) will make 50% fewer errors.
   - Group C (advanced; can read and understand English, but still makes written and spoken language errors) will make 40% fewer errors."

2. "As a result of the inservice meetings the 11 Hong Kong Summer School teachers will be able to remedy the 10 language usage errors."
3. "There will be at least ten parents who will participate on field trip experiences."

"An open house will be held during the course of the six-week program for which 30 parents will be in attendance."

Pacific T&TA undertook the 1974 evaluation of the Hong Kong Summer School program with the goal of assessing each of the program objectives. In general, the evaluation of these objectives entailed pre- and post-program testing of the children's written expression skills, classroom observations, and staff questionnaires.

METHOD

STUDENTS

The 1974 Hong Kong Summer School program began operations with 220 children from grades four through seven. Due to the bus strike in the Bay Area, this initial enrollment later dropped to approximately 180, resulting in an 18% loss. All but one of these children were Chinese. One black child was a guest of the program for approximately two weeks. Her test scores were not analyzed because they were incomplete. The student body consisted of Chinese children from a variety of Oakland public schools who were recommended for the summer program by their regular teachers. Selection favored Chinese-speaking children who were either immigrants or whose family spoke primarily Chinese in the home.

Students' classroom assignment was based upon their usual grade level. Each child's level of language ability was estimated by his/her Hong Kong Summer School teacher as beginning (Group A), intermediate (Group B), or advanced (Group C).

PROGRAM

The Hong Kong Summer School program was implemented in 11 classrooms for a period of six weeks. The level of English language ability differed across classrooms. Two classes addressed the beginning level, while all other classrooms contained a combination of the intermediate and the advanced levels.

The program curriculum was based upon six unit themes, one of which was presented each week: Health, Law and Order, Water Conservation, Farming, Consumer Awareness, and Camping Out. A one day field trip was provided for each unit. The remaining days of the week were consumed by introduction of unit vocabulary, discussions of the unit topic, films on the unit topic, oral and written drills and exercises in English, and additional writing experiences such as letters to the field trip sponsors, reports and stories on the unit theme, puppet shows written and presented by students for other classes, mock newspapers, and television scripts. The children's papers and projects, accompanied by a slide show on field trips and classroom activities were presented in an open house for parents at the end of the program.

INSTRUMENTS

Three different instruments were developed for the 1974 Hong Kong Summer School evaluation. Two of these were administered to students to measure written language skills. The other instrument was a questionnaire which was administered to teachers to obtain their ratings and recommendations for the program's approach and activities.

ERROR IDENTIFICATION AND CORRECTION TEST. The ability of students to identify and to correct five usage errors commonly found in Chinese children's written expression was assessed in pre- and post- program measurements. The five specific errors utilized (Verb Tense, 3rd Person Singular, Verbs in Questions, Incomplete Verbs, Plural) were selected from the 10 errors identified by Hong Kong Summer School teachers to represent the most frequent, non-overlapping, error forms.

The test was constructed from a group of 25 teacher-supplied sentences, five sentences per error. Within each block of five sentences, one was correct, one contained two errors, and three contained one error. The sentences were assembled in a random presentation order with the restriction that the same usage error could not occur more than two times consecutively.

The rationale for this instrument was based on the three segments involved in perfecting language usage: a) recognition of the error; b) elimination of the error; and c) substitution of the correct form. The Error Identification and Correction Test measures a child's ability to identify and to, with study, correct errors. Thus, it reflects a child's intellectual understanding, or concept attainment, of standard

English usage. Although this understanding is not expected to correspond perfectly with spontaneous language usage, a correct conceptual understanding of English usage is prerequisite to correct spontaneous language expression.

The Error Identification and Correction Test and its instructions to teachers and students is presented in Appendix A.

WRITTEN EXPRESSION TEST. The ability of students to spontaneously produce grammatically correct samples of written expression was assessed in pre- and post- program measurements. Natural written language samples were obtained in classroom testing sessions in which a sequence of four stimulus pictures were presented successively. Upon presentation of each stimulus the children were instructed to write a story in three or four sentences. The first three sentences of each story were then scored for the frequency of four usage errors (Verb Tense, 3rd Person Singular, Incomplete Verbs, Plural).[1] The rationale for this procedure rests on the need to determine students' ability to actually utilize English language concepts in spontaneous forms of written expression.

The stimuli and instructions for the Written Expression Test are presented in Appendix B.

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[1] *Verbs in Questions errors were unscoreable due to the absence of question constructions in the natural language samples.*

STAFF SURVEY. Staff descriptions and judgements regarding program operation, individual teaching approaches, educational impact, parent involvement, and program needs were elicited by a self-administered, confidential questionnaire.

The Staff Survey Form is presented in Appendix C.

PROCEDURE

Teachers were trained as a group by the evaluator in the test administration procedures. On the days of testing teachers read the appropriate standard test instructions to their students for each test. Students were provided with test forms and writing materials. Testing conditions were monitored on both pre- and post-program test days by the evaluator. Pre-testing occurred on the first day of summer school and post-testing occurred midway through the final week. Children who failed on the first attempt to produce a natural written language sample of sufficient size for scoring were requested to supply additional sentences where needed. However, if the teacher judged the child to be incapable of producing the required number of sentences, the child was not pressed further to do so. The test results from only those children having both a pre- and a post- test were entered into the data analyses of the two impact tests.

RESULTS

The Error Identification and Correction Test was scored for the number of correct error identification responses and the number of correct error correction responses. Table 1 reveals that there is a mean of 18.42 correct error identifications on the pre- test compared to 22.36 on the post-test, yielding a statistically significant difference between pre- and post-test means of 3.94 ($z=5.55$, $p < .001$). Table 2 discloses that there is a mean of 12.89 error corrections on the pre-test and 16.84 error corrections on the post-test. The difference between pre- and post-test error corrections is 3.89 which attains statistical reliability ($z = 5.68$, $p < .001$). The tests of statistical significance chosen for this analysis utilized procedures for uncorrelated groups of scores because of their computational simplicity. When the more appropriate procedures for correlated scores are used, the z score is approximately double and therefore produces an even higher level of statistical significance (e.g., the correlated scores procedure for identification responses produces a z of 10.37).

The Written Expression Test was scored for the number of errors; i.e., for the total number of errors occurring in the four previously designated error categories. Although other types of errors occurred, these were not scored. Separate analyses of means were not performed for each of the four error types because of the problems of overlap between errors which occurred during scoring. Table 3 displays the means and standard deviations of the grammatical errors occurring in the pre- and the post- Written Expression Tests. The pre-test errors avaraged 3.81 and the post-test errors averaged 2.45, for a difference between means of 1.36. Thus, students made significantly

TABLE 1: MEANS AND STANDARD DEVIATIONS OF CORRECT ERROR IDENTIFICATION RESPONSES

	PRE-TEST	POST-TEST
$\bar{X}$	18.42	22.36*
SD	7.25	4.96
N = 177		

* Significant z test for means, $z = 5.55$, $p < .001$

TABLE 2: MEANS AND STANDARD DEVIATIONS OF CORRECT ERROR CORRECTION RESPONSES

	PRE-TEST	POST-TEST
$\bar{X}$	12.89	16.84*
SD	6.75	6.18
N = 177		

* Significant z test for means, $z = 5.68$, $p < .001$.

TABLE 3: MEANS AND STANDARD DEVIATIONS OF ERRORS ON THE WRITTEN EXPRESSION TEST

	PRE-TEST	POST-TEST
$\bar{X}$	3.81	2.52*
SD	3.14	2.45
N = 165		

*Significant z test for means, $z = 4.16$, $p < .001$.

fewer errors on the post-test ($z = 4.16$, $p < .001$).

The program objectives for educational impact predicted that Group A students would show 60 percent fewer errors, Group B 50 percent fewer errors, and Group C 40 percent fewer errors. These objectives may be viewed in terms of percent improvement predicted. In this way, improvement may be judged for both types of dependent variables obtained in this study: number of correct responses or number of errors. The groups would therefore be expected to increase the number of correct responses by 60, 50, and 40 percent, respectively; or alternatively, to produce 60, 50, and 40 percent fewer errors. The results of the Error Identification scores reveal that Group A, B, and C achieved 49, 31, and 16 percent improvements respectively in number of correct responses (Table 4). These degrees of improvement fall below predicted levels although pre- versus post-test differences attained statistical significance. The results of the Error Correction scores showed that Group A, B, and C achieved 45, 60, and 21 percent improvements respectively in number of correct responses (Table 5). Group B therefore exceeded predicted improvement and Group A and C did not achieve the predicted levels. The pre- versus post-test correction scores have also been shown to be statistically reliable. The results of testing with the Written Expression Test demonstrated that students in Group A made 34 percent fewer errors, Group B made 31 percent fewer errors, and Group C made 38 percent fewer errors (Table 6). Thus, the percent improvement was approximately equivalent for all language level groups on a natural sample of written expression. In all cases the percent improvement failed to achieve prediction levels although Group C was within 2 percent of the predicted improvement and the difference between pre- and post- program test

TABLE 4: PERCENT IMPROVEMENT ON ERROR IDENTIFICATION SCORES FOR GROUPS A, B, AND C.

	Percent Improvement Obtained	Percent Improvement Predicted
Group A	49%	60%
Group B	31%	50%
Group C	16%	40%

TABLE 5: PERCENT IMPROVEMENT ON ERROR CORRECTION SCORES FOR GROUPS A, B, AND C.

	Percent Improvement Obtained	Percent Improvement Predicted
Group A	45%	60%
Group B	60%	50%
Group C	21%	40%

TABLE 6: PERCENT IMPROVEMENT ON THE WRITTEN EXPRESSION TEST FOR GROUP A, B, AND C.

	Percent Improvement Obtained	Percent Improvement Predicted
Group A	34%	60%
Group B	31%	50%
Group C	38%	40%

performance has already been shown to be statistically significant.

A series of analyses were performed to determine the differential effects of the program on the various language level groups, on the various classrooms, and on the separate types of errors. Table 7 shows the mean increases achieved by each language level group in the identification of each type of language usage error. Table 8 shows the mean increase by each language level group in the correction of each of these errors. A one way Analysis of Variance for language level group was performed for the identification and correction scores of each of the error types (i.e., 10 one way analyses were performed to determine the main effect of groups). These analyses demonstrated: a) that language level groups differ at a marginally significant level on the identification of Verb Tense errors ($F = 2.49$, $p < .10$), b) that language level groups differ at a marginally significant level on the correction of 3rd Person Singular ($F = 2.45$, $p < .10$), c) that language level groups differ significantly on both the identification and correction of Verbs in Questions ($F = 4.83$, $p < .01$; $F = 8.36$, $p < .01$), and d) that none of the other analyses for the identification and correction of the error types by groups reached statistically significant levels. Ordinarily, detailed tests would establish the pattern and meaning of these effects for the individual groups. However, these more extensive analyses were beyond the scope of the present study.

Table 9 shows the mean increases achieved by each classroom for the identification of each type of language usage error. Because a number of students were transferred between the beginning and intermediate English as a Second Language classes, these classrooms were combined for analysis. Table 10 shows the mean increases achieved by all classrooms for the correction of each error type. Statistically reliable differences ($p < .01$)

TABLE 7: MEAN INCREASE IN THE NUMBER OF CORRECT ERROR IDENTIFICATION RESPONSES FOR GROUPS A, B, AND C.

	GROUP A		GROUP B		GROUP C		ALL GROUPS	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Verb Tense	.81	1.07	1.20	1.70	.66	1.40	.87	1.51*
3rd Person Singular	.36	1.43	.76	1.65	.59	1.37	.63	1.47
Verbs, in Questions	1.00	1.48	1.38	1.64	.70	1.12	.96	1.38**
Incomplete Verbs	1.36	1.50	.55	1.47	.51	1.45	.58	1.47
Plural	.90	1.86	.92	1.96	.82	1.48	.86	1.68
							n=177	

*Marginally significant F test, $F=2.49$, $df=2/174$, $p < .10$.

**Significant F test, $F=4.83$, $df=2/174$, $p < .01$.

TABLE 8: MEAN INCREASE IN THE NUMBER OF CORRECT ERROR CORRECTION RESPONSES FOR GROUPS A, B, AND C.

	GROUP A		GROUP B		GROUP C		ALL GROUPS	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Verb Tense	.36	1.56	1.01	1.41	.70	1.16	.79	1.29
3rd Person Singular	.09	.94	.82	1.26	.59	1.34	.63	1.30*
Verbs, in Questions	.27	.78	1.30	1.44	.51	1.20	.77	1.32**
Incomplete Verbs	.81	.87	1.09	1.25	.68	1.31	.84	1.27
Plural	.81	1.53	1.04	1.79	.78	1.59	.88	1.65
							n=177	

*Marginally significant F test, F=2.45, df=2/174, $p < .10$.

**Significant F test, F=8.36, df-2/174, $p < .01$.

TABLE 9: MEAN INCREASES IN THE NUMBER OF CORRECT ERROR IDENTIFICATION RESPONSES FOR CLASSROOMS

CLASSROOM	VERB TENSE		3RD PERSON SINGULAR*		VERBS IN QUESTIONS**		INCOMPLETE VERBS***		PLURAL****		ALL ERROR TYPES
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$
I (ESL-Beginning & Intermediate)	1.12	1.56	.95	.99	1.58	1.44	1.45	1.84	2.00	1.13	7.10
II (ESL Advanced)	.40	1.12	.33	1.67	1.73	1.98	.33	.97	-.33	1.58	2.46
III (4th Grade)	1.52	1.77	1.41	1.87	1.70	1.40	1.47	1.62	1.64	1.76	7.74
IV (4th Grade)	.83	1.42	.33	1.49	.77	1.21	.16	1.38	.55	1.42	2.64
V (5th Grade)	.13	1.68	.33	.72	.40	1.05	.06	.79	.20	1.47	1.12
VI (5th Grade)	1.19	1.36	1.28	1.10	1.28	.95	1.09	1.26	1.85	1.52	6.69
VII (5th-6th Grades)	1.20	1.37	1.00	1.41	1.00	1.19	.26	.96	.66	.89	4.12
VIII (6th Grade)	.90	1.51	.05	1.66	.80	.89	.05	1.14	.15	1.08	1.95
IX (7th Grade)	.25	1.06	-.30	1.49	.10	.91	-.30	1.41	.10	.96	-.15
X (7th Grade)	1.00	2.00	1.08	1.31	-.16	1.52	1.00	1.59	1.25	1.60	4.17
										N = 177	

*Significant F test, F=3.07, df=9/167, p <.01.
**Significant F test, F=4.52, df=9/167, p <.01.
***Significant F test, F=4.19, df=9/167, p <.01.
****Significant F test, F=5.63, df=9/167, p <.01.

TABLE 10: MEAN INCREASES IN THE NUMBER OF CORRECT ERROR CORRECTION RESPONSES FOR CLASSROOMS.

CLASSROOM	VERB TENSE*		3RD PERSON SINGULAR**		VERBS IN QUESTIONS***		INCOMPLETE VERBS****		PLURAL*****		ALL ERROR TYPES
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
I (ESL-Beginning & Intermediate)	.83	1.43	.41	.71	.83	1.57	.83	1.04	1.91	1.71	4.81
II (ESL Advanced)	.53	1.50	.53	1.45	1.40	1.40	1.80	1.14	-.13	1.76	4.13
III (4th Grade)	1.76	1.75	1.29	1.35	2.00	1.00	1.35	1.45	1.94	1.24	8.34
IV (4th Grade)	.83	1.42	.27	1.44	.61	1.24	.50	1.24	.61	1.33	2.82
V (5th Grade)	.53	1.12	.40	1.12	.06	.96	-.13	.99	.33	1.75	1.19
VI (5th Grade)	.95	.92	1.14	.91	1.23	1.04	1.42	1.12	1.90	1.84	6.64
VII (5th-6th Grades)	1.06	1.48	1.46	1.59	1.00	1.25	.66	1.04	.86	1.35	5.04
VIII (6th Grade)	.60	.75	.10	1.48	.75	1.20	.40	1.39	.25	1.01	2.10
IX (7th Grade)	.20	.89	.00	1.16	.00	.97	.55	1.05	-.15	1.34	.60
X (7th Grade)	.66	1.07	1.08	1.08	-.41	.79	1.08	1.44	.66	.88	3.07

N = 177

*Marginally significant F test, F=1.93, df=9/167, p< .10.
**Significant F test, F=3.15, df=9/167, p < .01.
***Significant F test, F=5.78, df=9/167, p <.01.
****Significant F test, F=3.77, df=9/167, p <.01.
*****Significant F test, F=5.96, df=9/167, p <.01.

occurred between identification and correction of 3rd Person Singular ($F = 3.07$, $F = 3.15$), Verbs in Questions ($F = 4.52$, $F = 5.78$), Incomplete Verbs ($F = 4.19$, $F = 3.77$), and Plural ($F = 5.63$, $F = 5.96$) types of errors. Classrooms did not vary significantly on the correct identification of Verb Tense errors ($F = 1.60$) and at only a marginal level ($F = 1.93$, $p < .10$) for the correction of Verb Tense errors. Again, detailed analyses of these effects is desireable but beyond the scope of the study.

Table 11 displays the mean reduction in the number of errors made by Group A, B, and C on the Written Expression Test. All groups reduced their errors with Group A achieving the greatest reduction. Table 12 presents the reduction of errors made by classrooms on the Written Expression Test. All classrooms reduced the total number of errors made on this test. Neither groups nor classrooms differ significantly in the extent of their reduction of these errors.

TABLE 11: MEAN REDUCTION IN THE NUMBER OF ERRORS MADE ON THE WRITTEN EXPRESSION TEST FOR GROUPS A, B, AND C.[1]

	GROUP A		GROUP B		GROUP C		ALL GROUPS
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$
Verb Tense	1.16	2.13	.86	2.00	.76	1.89	.81
3rd Person Singular	.50	3.27	.03	1.41	-.06	1.00	.00
Incomplete Verbs	-.16	2.48	.31	1.38	.07	.93	.15
Plural	.33	1.75	.43	1.03	.17	.70	.30
All Error Types	2.83	1.94	1.61	2.79	1.00	2.53	1.29*

n=165

*Nonsignificant F test.

[1]See Discussion for explanation of errors subsumed under each error type category and difficulties in scoring individual categories.

TABLE 12: MEAN REDUCTION IN THE NUMBER OF ERRORS MADE ON THE WRITTEN EXPRESSION TEST FOR CLASSROOMS.[1]

CLASSROOM	VERB TENSE		3RD PERSON SINGULAR		INCOMPLETE VERB		PLURAL		ALL ERROR TYPES*	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
I Combined (ESL-Beginning & Intermediate)	.86	2.06	.06	2.15	.86	2.26	.93	1.43	1.95	3.31
II (ESL Advanced)	1.07	1.89	-.61	1.89	-.15	1.14	-.07	.49	.23	2.08
III (4th Grade)	.57	2.38	-.47	1.12	-.26	1.09	.57	1.34	.52	3.00
IV (4th Grade)	.35	1.45	.00	1.22	.11	.60	-.05	.74	.41	1.80
V (5th Grade)	1.66	2.46	-.06	.70	-.20	.86	.46	.74	1.93	3.19
VI (5th Grade)	.76	1.41	.33	.96	.19	.87	.28	.78	1.57	1.74
VII (5th-6th Grade)	.28	1.32	-.07	.61	.28	1.20	.21	.42	.71	1.58
VIII (6th Grade)	.80	1.90	.25	1.58	.45	1.31	.45	.82	2.73	3.36
IX (7th Grade)	.57	2.16	.15	1.01	.00	.81	.05	.70	.78	2.14
X (7th Grade)	1.58	2.02	-.16	.83	.25	1.05	.16	.57	2.16	2.65

N = 165

*Nonsignificant F test.

[1] See Discussion for explanation of errors subsumed under each error type category and difficulties in scoring individual categories.

The Staff Survey Form disclosed positive teacher reactions and judgements of program activities and results. Table 13 shows universal teacher judgement that student change was either somewhat or greatly improved in conversational and written language, as well as in the children's self-appraisals of English proficiency. Most teachers felt that changes in student reading pleasure were irrelevant to the program. Teachers strongly agreed that administration had been effective and responsive (Table 14). However, many teachers believed that program goals were too ambitious for a six week program. Teachers also tended to agree strongly that program funds were properly allocated and that children with the greatest language needs were being served (Table 14).

Although always positive, teacher judgement was more equivocal on the subjects of staff preparation, staff understanding of job demands, staff satisfaction, and staff-student relationships (Table 15).

Teacher judgements on aspects of the instructional program evidenced the greatest degree of equivocation. Only on these items did teachers express some degree of disagreement. Their judgements were weighted toward the center of the Strongly Agree--Strongly Disagree continuum rather than toward the high agreement as shown on student, administration, and staff topics (Table 16). Specifically, teachers seemed to feel the program for eliminating language disabilities required improvement before it could be considered optimum for this purpose. In general, teachers felt that the program objectives guided instruction but that more time was needed to plan the program curriculum and activities. There was a concensus among teachers that the availability, interest value, quality, and program relevance of instructional materials could be improved.

TABLE 13: TEACHER JUDGEMENT OF STUDENT CHANGE DURING SUMMER.

	GREATLY IMPROVED	SOMEWHAT IMPROVED	CHANGE NOT NECESSARY	NO CHANGE — IMPROVEMENT IS NEEDED
Pleasure in reading	0	3	8	0
Conversational language	2	9	0	0
Written language	4	7	0	0
Self-appraisal of English proficiency	2	9	0	0

TABLE 14: TEACHER JUDGEMENT OF ADMINISTRATION AND ORGANIZATION.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Effective Administration	8	3	0	0
Staff/Administrator Compatibility	10	1	0	0
Clearly Defined Goals	8	3	0	0
Realistic Goals	4	7	0	0
Administrator Responsive to Staff Needs	11	0	0	0
Proper Allocation of Funds	7	4	0	0
Serves Children with Greatest Need	8	3	0	0

TABLE 15: TEACHER JUDGEMENT ON STAFF ISSUES.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Relevant Staff Training for Assignment Needs	2	9	0	0
Staff Understanding of Job Demands	7	4	0	0
Staff Enthusiasm	9	2	0	0
Staff Satisfaction for Salary and Conditions	5	6	0	0
Staff Compatibility	8	3	0	0
Positive Staff/Student Relationship	6	5	0	0

TABLE 16: TEACHER JUDGEMENT ON INSTRUCTIONAL PROGRAM

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Optimum Program for Eliminating Language Disabilities	3	6	2	0
Program Objectives Guided Instruction	6	5	0	0
Sufficient Planning Time for Activities	3	7	1	0
Sufficient Instructional Materials	2	8	1	0
Materials Interest Students	2	8	1	0
Availability & Quality of Materials	1	9	1	0
Materials Facilitate Program Objectives	1	10	0	0

DISCUSSION

The evaluation of the Hong Kong Summer School revealed that all three objectives were achieved: a) Students showed marked improvement in the use of the designated language errors on all three language tests; b) Teachers were able to provide experiences which led to the improvement of the language errors; c) Parents were actively involved in several aspects of the program.

There were several indications that the program actually achieved educationally and statistically significant improvement in written English language skills. Student performance improved reliably in identifying and correcting the five designated language errors, and in eliminating four specific errors from spontaneous written language samples. By the end of the program all language level groups achieved substantial percent improvements on all of these tasks. As illustrated in Tables 4 through 6, the obtained percent improvement met the predicted level for only Group B on one of the three measures and came within 2 percent of the predicted level for Group C on another of the three measures. Since the original prediction levels were set rather arbitrarily, it is more reasonable to accept the statistically significant indices of positive program impact on written expression skills.

Before proceeding with a detailed discussion of program findings, it is important to establish certain qualifications about the general finding that the students' written expression improved significantly as a result of the program. Improvement was judged by the degree of pre- to post-test gain. The differences in performance observed over the course of the program have several possible explanations: a) They may reflect genuine program

impact on written language achievement; b) They may reflect natural maturational changes; c) They may reflect a practice effect on the test; or d) They may reflect a combination of program impact, test practice, and/or maturation. The only certain way of knowing which factors actually underlie the observed differences is to compare the performance of the enrolled students with that of a suitable control group which does not receive instruction. However, the development and testing of a control group was not included within the scope of this evaluation. Nevertheless, the evaluator believes that sound arguments exist to support the conclusion that genuine written expression growth occurred. The maturational explanation appears unfeasible due to the fact that school children usually decline over summer periods in academic skills unless continuous review and practice is provided. Written expression could not mature spontaneously because it is not a biologically linked behavior. In addition, improvement due to practice on test items would be very unlikely because feedback was never provided for either test administered. Thus, the most reasonable conclusion for performance changes is that they are attributable to the instruction and practice on written expression afforded by the program.

Although all three language level groups improved in their performances, each group showed a different pattern of growth across the three measures. In interpreting these differences it must be remembered that Group A had the greatest possible range for potential improvement, while Group C had the smallest. It must also be remembered that the Error Identification and Correction Test (scored in terms of number of correct responses) offered a range for each error type of 0 to 6 for the number of correct identification responses possible and 0 to 5 for the number of correct correction responses possible. Due to Group A's large range for potential gain, Group C's

smaller range for gain, and the fact that high initial scores cannot be increased on the Error Identification and Correction Test, it is reasonable to expect a gradient of improvement. Accordingly, Group A should improve the most, Group B an intermediate amount, and Group C the least. This is, in fact, what happened. The same phenomena pertain to the Written Expression Test (scored in terms of number of errors). On this test there is an indeterminate range. Stories may have from 1 to an unlimited number of errors but there is an upper limit of 0 on high ability performance. Compared to Group A, Groups B and C should make errors in fewer error type categories and fewer errors per category. Thus, lower ability students again have a larger potential range for improvement and a gradient of improvement favoring Group A with highest gain should again be expected. Table 11 demonstrates that, in fact, Group A improved the most on spontaneous written expression, Group B an intermediate amount, and Group C the least. These circumstances are reflective then of the limitations of the instruments rather than the relative inherent abilities of the three individual groups to achieve language growth or of their teachers to engender such growth.

A definitive analysis of the relationship between error type and language ability level is beyond the scope and funding of the present evaluation. However, it is apparent from an examination of Tables 7, 8, and 11 that groups of students with varying language ability encounter different degrees, and perhaps qualities, of difficulty for each individual error type. If this is indeed true, it would have implications for the need for separate curriculum development for each language level. If, for example, Group C has already mastered certain error types but still has great difficulty with one particular error form, then the latter should be emphasized over the former.

Another issue related to the specific error types became apparent during the scoring of the tests. The Error Identification and Correction Test was structured in a manner which permitted only correct or omission responses in only the five designated error categories. As a result, scoring was very clear. Only the correct responses for each specified category were scored. However, the natural language sample elicited all possible kinds of errors. The actual categories of errors produced by children greatly exceeded those few designated for scoring. Examples of other error types include: word order, preposition choice, word omission, non-tense verb conjugation, punctuation, pronoun choice, use of articles, extraneous words, appropriate or meaningful word choice (e.g., The boys are happening.), use of possessives, mixture of tenses within a paragraph, confusion of certain similar words (e.g., then and when). In addition, scoring gave no consideration to the varying complexity evident in sentence structure. Also, one designated error type, Verb in Questions, could not be scored because children did not construct questions in their stories. The greatest obstacle to scoring was the fact that the four scoreable error categories did not represent clearly defined, discrete, nonoverlapping entities. The evaluator was therefore forced to make certain decision rules for scoring. For instance, the 3rd Person Singular error originally referred to a verb form confusion between first and third person singular (e.g., She do that instead of She does that or I do that). Since this same type of confusion also applies between third person singular and third person plural (e.g., There were a woman), the evaluator had to decide whether to score those errors as a 3rd Person Singular error, a Plural error, or not to score them. A decision rule was adopted which scored these errors as 3rd Person Singular.

The other decision rule involved the scoring of Verb Tense. It was often difficult to distinguish non-tense verb conjugation errors from verb tense errors (e.g., The boys brang it outside). In order to simplify this element of the scoring process, a decision rule was adopted which scored all verb conjugation errors except those pertaining to the other error categories as Verb Tense errors. Because of these decision rules, results of the Written Expression Test which are separated for individual error types must be interpreted very cautiously.

The second program objective pertained to teacher performance. Although brief classroom observations were conducted, a thorough examination of teacher behaviors was beyond the scope of the study. Nevertheless, the universal improvement of all language level groups and all classrooms on the three indices of written expression bears witness to teacher effectiveness. From the observations of classrooms it was clear that student interest was high and classroom control was casual but quite good. Teacher enthusiasm was excellent and individual instruction or assistance was frequent. The only two areas of instructional procedure which were, in the evaluator's view, lacking excellence were a) the direct and prompt reinforcement of correct language usage behaviors, and b) the close relevance of instructional materials and activities to the program's target behaviors. The satisfactory occurence of these two instructional areas was not absent, yet they were not represented with optimum strength. Teachers also judged that improvements could be made in program instruction and materials.

The third program objective pertained to parent involvement in field trip experiences and in the open house. The Bay Area bus strike prohibited most parent participation on field trips. However, approximately 80 parents

attended the open house, 33 visited the classrooms, and 28 conferred with teachers about their children's work. Thus, parent involvement was realized by the Hong Kong Summer School program. Teachers felt that parent involvement was often inhibited by the essential activities of many parents such as working or caring for younger children. The feeling was also expressed that many parents are unaware that they may visit the classrooms whenever they wish.

While program administration and organization were not articulated as explicit program objectives, they were recommended by teachers as underlying factors in the program's effectiveness. There was strong and vocal agreement that the program planning and administration had been effective and responsive. These views coincide with the observations of the evaluator. The two areas of organization needing improvement, according to teacher appraisals, are a) the setting of realizable goals for the short six week summer session, and b) earlier curriculum and material planning. Although most teachers felt that the program was serving children with the greatest need, it was the evaluator's view that more children from the beginning and intermediate language level groups should be included. An examination of Group C natural language samples is convincing that some students enrolled in the program are capable of highly skilled and imaginative forms of written expression (Appendix D) and were probably not in need of language remediation.

RECOMMENDATIONS

The 1974 evaluation of the Hong Kong Summer School program points to recommendations for future programs and for future evaluations. The recommendations assembled reflect the evaluator's viewpoint but incorporate numerous staff suggestions.

PROGRAM RECOMMENDATIONS

1. Enrollee selection should draw more Group A and Group B level children and deemphasize the selection of children demonstrating high levels of written language achievement.

2. Program objectives and instructional activities should be more closely aligned in order to achieve a tightly knit objective-directed operation.

3. Objectives should be set with the timing of the instructional effort in mind. While it is unrealistic to eliminate all language errors in six weeks, certain specific types and degrees of improvement are clearly attainable.

4. Curriculum development should be allotted more time and be scheduled earlier in the spring preceding program operation.

5. Curriculum development should be infused with an understanding of the relationship between student language level and the specific types of usage errors. This requires detailed study of the test scores for Group by Error interactions.

6. A review should be conducted of available instructional materials in order to increase material quality, relevance, and interest value.
7. Material orders should be placed earlier.
8. Teachers should be assisted in the development of prompt and frequent reinforcement procedures for correct target behaviors produced by students.
9. Separate program objectives should be developed for each language level group.

EVALUATION RECOMMENDATIONS

1. A control group which does not participate in the program should be pre- and post- tested at the same times as the enrolled students. Ideally a group of Chinese children demonstrating the language disabilities requisite for enrollment eligibility should be identified. This group should be approximately twice that of the planned program enrollment. Then, an equal number of children at each language level should be randomly assigned to an experimental and to a control group.
2. A comprehensive search and review of language expression tests designed for Chinese-speaking children should be conducted.
3. A review of linguistic topologies of English language error forms found in Chinese-speaking persons should be performed. The results should be used to devise a set of the most representative and most discrete categories

of language usage errors. This process would be useful to both curriculum development and to the refinement of evaluation instruments.

4. Future efforts to select evaluation instruments should include a study of indices reflective of the effects of these language disabilities on general academic progress.

APPENDIX A

ERROR IDENTIFICATION AND CORRECTION TEST

Instructions To The Teacher

For this test you will give a test form to each child. Read the instructions slowly and carefully, using the sample sentence to demonstrate exactly what should be done. Then ask the class if anyone needs help getting started. If any child asks for help or if you notice a child who seems to need assistance, read or paraphrase the instructions to that child individually, demonstrating with the sample sentence. The object is to be sure each child understands what he/she is expected to do. Do not supply answers to the test items beyond the sample sentences.

ESL teachers should read each sentence , in English, to their students. They should wait until everyone is finished and then read the next sentence.

Instructions To The Student

"Read each sentence. Some sentences have no mistakes. Some have one mistake and some have two mistakes. If you find a mistake fill in the circle under the part that has the mistake. Then write the sentence the way it should be if there were no errors."

"For example, the sentence at the top of your page says: 'I had two cats, but one die.' That sentence has a mistake in it. It should say: 'I had two cats, but one died.'

So, you should fill in the circle under the last part--but one die--then you should write the sentence the way it should be on the line below."

"Begin now with sentence number 1. Check to see if it has any mistakes. If you find any, fill in the circle below the part with the mistake. Then write the sentence the way it should be on the line below"

ERROR IDENTIFICATION AND CORRECTION TEST FORM

NAME: _____

DATE OF BIRTH: _____

Read each sentence. Some sentence have no mistakes. Some have one mistake and some have two mistakes. If you find a mistake fill in the circle under the part that has the mistake. Then write the sentence the way it should be if there were no errors.

I had (O) two cats (O) but one die. (O)

_____.

---

1. The men (O) look very (O) suspicious. (O)

_____.

2. She do that (O) and then she (O) have to clean up. (O)

_____.

3. Is the children (O) on time and (O) is they going (O) to the movies? (O)

_____.

4. Does the people (O) go to work? (O)

_____.

40

5. Three child came to my house
O O

_____.

6. There were three angel in the Christmas play.
O O O

_____.

7. Are this the last four months of school?
O O O

_____.

8. When I went to buy a pie a man charge me 25¢.
O O O

_____.

9. The store charge five cents for a candy bar.
O O O

_____.

10. One of the boys have a flashlight.
O O

_____.

11. Downstairs the snowman melting in the fireplace.
O O

_____.

12. I saw a lot of packages.
O O

_____.

13. Long ago my grandmother go to temple.
O O O

_____.

14. Tom always sit on the bench by himself.
O O O

_____.

41

15. Everybody threw some snowball at the two cowboy.
O O O

_____.

16. I finished with my dinner now.
O O

_____.

17. Yesterday the students run down the street when they see the dog.
O O O

_____.

18. His mother is walk on the street.
O O O

_____.

19. My dog barked when he saw the cat.
O O

_____.

20. Many car pass our house every day.
O O

_____.

21. Last night my brother gives me a present.
O O

_____.

22. My baby playing with his dinner because he not hungry.
O O O

_____.

23. Is he busy?
O

_____.

24. I am not cold today.
O O

_____.

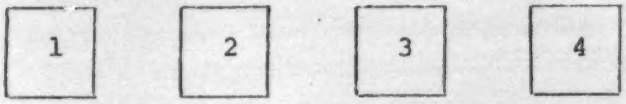
25. Are the man eating with us today.
O O

_____.

APPENDIX B.

Instructions To The Teacher

For this test you will place the four story pictures, one at a time, in a row across the blackboard. Picture #1 should be at the left with pictures #2, #3, and #4 in consecutive order to the right.



The children will first write about picture #1. When they are finished you put picture #2 on the board beside #1 and they write about #2 When they finish with picture #2, put picture #3 on the board beside #2. Do the same with #4 when they finish with #3. Once a picture has been placed on the board it should not be removed.

After the first story picture is in position and each child is ready, read the instructions to the students. Give your students approximately five minutes to write about each picture. Circulate throughout the classroom while they are writing. If you observe that all of your students have written three or four sentences about a picture before five minutes have passed, instruct them to draw a line across their paper. Then place the next picture on the board and tell them to begin writing about it. Also, if it takes some students more time to provide three or four sentences per picture, please permit them to have enough time to finish. Students who finish early should not be allowed to change their work. To avoid this problem, instruct

them to fold their papers when they are finished writing.

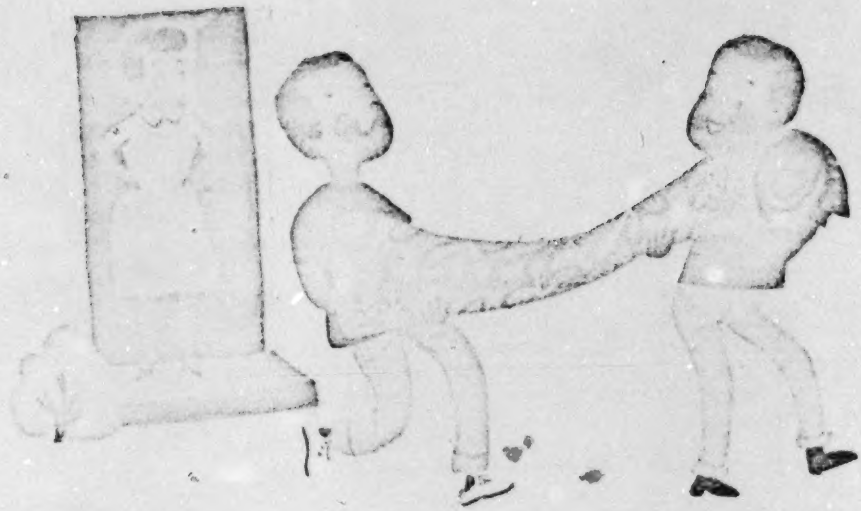
It is permissible to encourage your class in general by making statements such as, "you're all doing very well with your stories," etc.

PLEASE FOLLOW THESE INSTRUCTIONS EXACTLY!

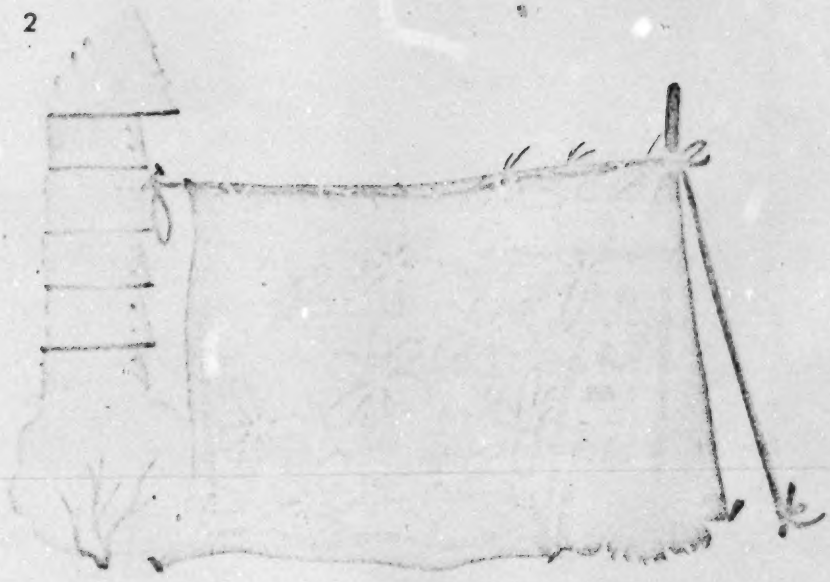
Teacher's Instructions to Students

"Now we're going to do a writing exercise. I am going to show you four pictures that show a story about two children. Your job is to write about what happened to these children. Write four or five sentences about each picture. Begin by writing about this first picture (put picture #1 on the board). Then when you are ready to start writing for picture #2 draw a line across your paper. When you're ready to go on to picture #3 draw the line across your paper again. Do the same thing when you're ready to write about picture #4.

1



2



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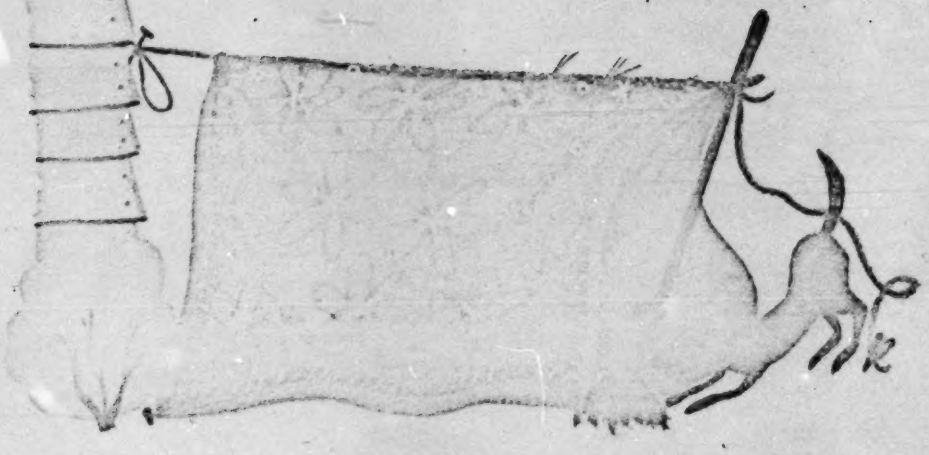
3



4

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APPENDIX C

PACIFIC T & TA CORPORATION

Corporate Offices:
3099 Telegraph Avenue, Berkeley, California 94705 · (415) 549-3101
1900 L Street, N.W., Suite 709, Washington, D.C. 20036 · (202) 659-4553

STAFF SURVEY FORM
HONG KONG SUMMER SCHOOL PROGRAM
1974

Pacific T.&T.A. has agreed to survey teacher judgements of the Hong Kong Summer Program as a part of our official program evaluation for the Oakland Public Schools.

Since teachers are most directly and intimately knowledgable about the effectiveness of any new instructional effort, we are requesting your assistance in assessing the impact of the Hong Kong Summer Program. We are interested in your opinions, observations, and judgements about the effect of the program on your children, their parents, and on you as a teacher. Please be frank in your responses. All answers will be treated with the utmost confidentiality. No information identifying individuals will be disclosed.

Classroom Grade Level_____

I. What are the program's specific objectives?

II. How many parents visited your classroom?

How many parents conferred with you about their child's work?

How many parents accompanied your class on field trips this Summer?

III. For each item listed below, please mark the response which reflects your observation of changes during the summer, if any, most closely.

	Greatly Improved	Somewhat Improved	Change Not Necessary	No Change Improvement is Needed
1. Your class's pleasure in reading.				
2. Your class's conversational language.				
3. Your class's written language.				
4. Your children's feelings about their own English language proficiency.				

IV. Please mark the response which reflects your opinion most closely for every statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
ADMINISTRATION & ORGANIZATION				
1. The program is effectively administered.				
2. The staff gets along well with the administrator.				
3. The program's goals are clearly defined.				
4. The program's goals are realistic.				
5. The administrator is responsive to staff needs.				

Continue to the next page.

	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The program has correctly allocated its funds for staff, materials, & other expenses.				
7. The program serves children who are most in need of language instruction.				

STAFF

8. Staff training is closely related to the specific needs of the teaching assignment.				
9. Staff has a clear understanding of what is expected of them on the job.				
10. Staff is enthusiastic about the program.				
11. Staff is generally well satisfied with salaries and working conditions.				
12. Staff members get along well with each other.				
13. Instructional staff have the needed skills to effectively teach a bilingual/bicultural program.				
14. The staff has a highly positive relationship with the students.				

INSTRUCTIONAL PROGRAM

	Strongly Agree	Agree	Disagree	Strong Disagr
15. The instructional program represents the optimum approach to eliminating language disabilities.				
16. The program objectives have been used to guide specific instructional activities.				
17. There is sufficient time to plan weekly activities.				
18. There are sufficient instructional materials for the students.				
19. The materials available are interesting to the students.				
20. The materials available are of high quality.				
21. The materials available facilitate program objectives.				

V. What factors do you feel have contributed most to the success and improvements (and/or lack of improvements) cited above?

VI. What changes or improvements would you recommend for the project?

Instructional Approaches and Materials Related to English Language Instruction (include classroom approaches and field trips).

Curriculum Development and/or Planning.

Parent Participation.

Administration.

VII. Please briefly describe your instructional approach.

VII. Anyother Comments.